EARLY, MIDDLE & EXCEPTIONAL EDUCATION

We welcome you as participants in our new Early Childhood, Middle Level, and Special Education programs. Many rewarding experiences and challenges await you. We are looking forward to working with you to make this a successful and memorable learning endeavor.

the programs

- Early Childhood Education - PreK - Grade 4, B.S.Ed. (https://catalog.millersville.edu/undergraduate/college-education-human-services/early-middle-exceptional-education/early-childhood-education-pre-k-grade-4-bsed/)
- English as a Second Language Minor (EDUC) (https://catalog.millersville.edu/undergraduate/college-education-human-services/early-middle-exceptional-education/english-as-a-second-language-minor/)
- Middle Level Education Grade 4-8 B.S.Ed. - Social Studies (https://catalog.millersville.edu/undergraduate/college-education-human-services/early-middle-exceptional-education/middle-level-education-grade-4-8-bsed-social-studies/)
- Middle Level Education Grade 4-8, B.S.Ed. (https://catalog.millersville.edu/undergraduate/college-education-human-services/early-middle-exceptional-education/middle-level-education-grade-4-8-bsed/)
- Middle Level Education Grade 4-8, B.S.Ed. - English Language Arts (https://catalog.millersville.edu/undergraduate/college-education-human-services/early-middle-exceptional-education/middle-level-education-grade-4-8-bsed-english-language-arts/)
- Middle Level Education Grade 4-8, B.S.Ed. - Mathematics (https://catalog.millersville.edu/undergraduate/college-education-human-services/early-middle-exceptional-education/middle-level-education-grade-4-8-bsed-mathematics/)
- Middle Level Education Grade 4-8, B.S.Ed. - Science (https://catalog.millersville.edu/undergraduate/college-education-human-services/early-middle-exceptional-education/middle-level-education-grade-4-8-bsed-science/)

the faculty

Burke, Jennifer; Associate Professor
College of Education and Human Services
B.S., Seton Hall University, 2004; M.A., Ibid., 2008; Ph.D., Rutgers University, 2016

Colabucci, Lesley; Associate Professor
College of Education and Human Services
B.A., University of Maryland, 1992; M.S., University of Wisconsin-Madison, 1994; Ph.D., The Ohio State University, 2004

Heilshorn, Kimberly; Associate Professor
College of Education and Human Services
B.A., Boston College, 1990; M.Ed., Millersville University, 1992; Ed.D., Widener University, 2003

Himmele, William; Professor
College of Education and Human Services
B.S., State University of New York at Buffalo, 1988; M.A., Biola University, 1994; Ph.D., Ibid., 2001

Himmele, Persida; Professor
College of Education and Human Services
B.A., State University of New York at Buffalo, 1988; Ed.M., Ibid., 1991; Ph.D., Biola University, 2001

Hossain, Kazi; Associate Professor
College of Education and Human Services
B.S., Dhaka University (Bangladesh), 1984; M.Ed., Edinboro University of Pennsylvania, 1991; Ed.D., Indiana University of Pennsylvania, 2000

Hower, Aileen; Associate Professor
College of Education and Human Services
B.A., Bloomsburg University, 1992; M.A., University of Wyoming, 1994; M.A., The College of New Jersey, 1997; Ed.D., Widener University, 2013

Jackson, Sarah; Assistant Professor
College of Education and Human Services
B.A., University of Puget Sound, 2007; M.F.A., Savannah College of Art and Design, 2011; M.A., Hollins University, 2014; Ph.D., The Ohio State University., A.B.D.

Petula, Jason; Associate Professor
College of Education and Human Services
B.S., The Pennsylvania State University, 1995;l M.Ed., Temple University, 1999; M.S., Wilkes University, 2001; Ph.D., The Pennsylvania State University, 2007

Powers-Costello, Elizabeth; Associate Professor
College of Education and Human Services
B.S., Bloomsburg University of Pennsylvania, 1989; M.Ed., Ibid., 1993; M.Ed., Antioch New England University, 1997; Ph.D., University of North Carolina, 2007

Shettel, Jennifer; Professor
College of Education and Human Services
B.S.Ed., Millersville University, 1992; M.Ed., The Pennsylvania State University, 1997; Ed.D., Widener University, 2009

Wolfgang, Charlton; Associate Professor
College of Education and Human Services
B.S., Messiah College, 1993; M.S.Ed., Lebanon Valley College, 2002; Ph.D., Drexel University, 2013

the courses

EDUC 179: 3 s.h.
Experimental
Experimental

EDUC 279: 3 s.h.
Experimental
Experimental

EDUC 305: 1,3 s.h.
Field Experience
Specific work and study assignments constituting the field experience will be developed. Regular discussions, conferences and group seminars will be conducted by faculty members and field supervisors to clarify generalizations that link practice to theory. In most instances the assignments will be in public schools; however, social agencies may be included in this practicum program. Offered in fall, spring.

EDUC 325: 3 s.h.
The Teaching of Literacy: Processes, Skills, & Strategies
This course focuses predominantly on the Structured Literacy (SL) Knowledge and Practice Standards of pre-K through 12th grade Special Education Teachers and introduces teaching strategies and techniques that are consistent with state standards for assessments and instruction for students receiving special education services. As such, students will learn, practice, and plan instruction around the following structured literacy competencies around essential SL principles and practices, phonological and phonemic awareness, phonics (decoding and encoding) and word recognition, spelling, automatic, fluent reading of text, word recognition, vocabulary development, listening and reading comprehension, written expression, and differentiating reading instruction for a diverse population of learners. Course content will also be aligned with the Pennsylvania Core Standards for reading, writing, listening, and speaking. Pre-req: ERCH 225 and EDUC 424. Advanced Professional Studies (APS) status required. Reserved for Special Education majors only.

EDUC 330: 3 s.h.
LGBTQ+ Issues in Education (P)
Provides an overview of past, current, and emerging LGBTQ+ issues, policies, and advocacy in P-12 and higher education. Investigates these issues from a variety of historical, cultural, and theoretical perspectives.

EDUC 379: 3 s.h.
Experimental
Experimental

EDUC 403: 3 s.h.
Pluralism in Society (D, P)
Provides historical and present day information about different racial, cultural, and linguistic groups represented in our society. It explores the challenge of providing an equitable and effective education to all and provides strategies that can be used to deal with cultural issues in society. Prereq: ENGL 110 and Junior Standing (60 credits)

EDUC 403H: 3 s.h.
Hon: Pluralism in Society (D, P)

EDUC 424: 3 s.h.
Diagnostic Reading Disability (W)
The first of two elective courses in diagnostic reading for undergraduate students will be an introduction to various formal and informal means to assess the reading strengths and needs of children. Offered in fall, spring. Prereq: EDUC 220 or ERCH 225, ENGL 110.

EDUC 424H: 3 s.h.
H:Diagnostic Reading Disablity (W)
H:Diagnostic Reading Disablity

EDUC 433: 3 s.h.
Gender and Race Issues (D, P)
Children's literature will be examined in light of recent psychological, sociological and educational research on sexism and racism. Offered in fall, spring. Prereq: COMM 100, ENGL 110, junior status.

EDUC 433H: 3 s.h.
Hnrs:Gender And Race Issues (P)
Hnrs:Gender And Race Issues

EDUC 461: 3 s.h.
Second Language Acquisition: Theory, Programs, and Assessment
Provides prospective and practicing teachers with a foundational understanding of English language structure, first and second language acquisition, and oral language assessment methods for K-12 classrooms. Historical and evolving legislative policies and programs related to schooling and English language learners in the U.S. Prereq: admission to Advanced Professional Studies.

EDUC 462: 3 s.h.
Methods for Teaching English Language Learners
Provides prospective and practicing teachers with an opportunity to apply theoretical foundations of second language acquisition to teaching in the classroom. Methods for developing English language learners' conversational and academic language, as well as strategies for learning in the content areas.

EDUC 463: 3 s.h.
Linguistic and Cultural Diversity in the Classroom
Examines U.S. and world cultures, sources of cross-cultural conflict and approaches to cross-cultural conflict resolution as it relates to K-12 settings. Explores approaches for creating classrooms that promote equity and an appreciation for diversity.

EDUC 464: 3 s.h.
Assessment, Policies and Practices in Teaching English Language Learners
Focuses on the use of various tools in assessing and planning for the linguistic and instructional needs of English learners. Contains a public school field experience component where participants apply methods and principles for supporting English language learners in K-12 settings. Examines state and federal policies as they relate to schooling and English learners.

EDUC 475: 3 s.h.
Current Trends in Education
A survey of current and future curricular and instructional trends in education. Emphasis on identification, examination and evaluation of topics, methods, strategies and issues affecting teaching and learning. Offered infrequently.

EDUC 479: 2,3 s.h.
Experimental
Experimental

EDUC 486: 3 s.h.
Topics In Education
In-depth investigation and development of one or more topics of current interest not normally covered in regular courses. Special topics/methods will vary according to the needs of students and faculty. Offered infrequently.

EDUC 486H: 3 s.h.
HNRS:Topics in Education

EDUC 487: 3 s.h.
Teaching English Learners
This course prepares teacher candidates to understand cross-cultural and linguistic foundations of acquiring a new language. Teacher candidates will apply research-based strategies for providing English learners (ELs) optimal learning environments that provide meaningful access to standards-based instruction. Candidates will demonstrate the ability to use assessment data to differentiate and modify instruction. Candidates will also demonstrate an understanding of schools' legal responsibilities toward ELLs and their families. Equivalent to ERCH 485, credit may not be earned for both courses.

EDUC 498: 1-4 s.h.
Independent Study

ERCH 110: 3 s.h.
Introduction to Early Childhood Education
Designed to provide an overview of the field of early childhood education. Historical, theoretical and philosophical influences on past and current approaches to teaching young children will be traced and analyzed. The course introduces students to the early childhood education profession, developmental characteristics of young children (birth–age 9), developmentally appropriate practices (NAEYC, 2009), and an overview of effective curriculum, instruction and assessment of young children. In the concurrent field experience, students reflect on their ability to cope with classroom reality as they affirm or change their choice of teaching as a profession. Prereq: Act 34 Clearance, Act 151 Clearance and Act 114 FBI Clearance. Offered spring, fall.

ERCH 110H: 3 s.h.
Hon:Intro Erly Child Ed

ERCH 190: 3 s.h.
Introduction to Integrative STEM Pedagogy
Serves as an introduction to students enrolled in the Integrative Science, Technology, Engineering & Math (STEM) Education Methods Minor. Students will learn basic information regarding integrative STEM education and examine various curricular models.

ERCH 225: 3 s.h.
Foundations of Reading
Introduces topics in the field of teaching reading in early childhood, including emergent literacy, approaches to reading instruction, word recognition and vocabulary development, comprehension instruction, assessment techniques and reading instruction for the multicultural and the exceptional child. Supplemented by a field experience. Offered in fall, spring. Prereq: ELED 210 or ERCH 110, Act 34 Clearance, Act 151 Clearance and Act 114 FBI Clearance. Coreq: EDFN 211 and 241

ERCH 290: 3 s.h.
Children's Engineering
The intent of this course is to teach students about fundamentals of electricity, mechanisms, fluidics (liquids and gases under pressure), computer-control, and structures. Content will be delivered through a series of hands-on activities that will allow the students to immerse themselves in the content through problem-based learning by doing. Simple knowledge and skill building activities will lead to more complex open-ended problem solving and prototyping activities to build deeper understandings of scientific, technological, engineering, and mathematical (STEM) concepts for teachers of young children. Cross-listed with EDTE 290, students may not receive credit for both courses.

ERCH 300: 3-12 s.h.
Co-Op Experience in ERCH
Co-op experience in Early Childhood Education

ERCH 315: 3 s.h.
Family & Community: Aspects of Diversity (D, W)
A focus on collaborative relationship building between home, school and community that facilitates positive influence on the individual child's development. These collaborative relationships create an inclusive learning environment for all children, including culturally and linguistically diverse. The collaborative relationships are based on developing reciprocal communication techniques, cultural sensitivity and rapport with children and their families. Promotes effective communication and advocacy skills for students with disabilities and their families between school, agency personnel and community members. Empowerment techniques and parent workshops are developed to encourage parent involvement, with emphasis on families who traditionally have been excluded from the collaborative process in the schools and developing parental self-efficacy skills. Offered spring, fall. Prereq: ENG 110 or ENGL 110H; EDUC 220 or ERCH 225; EDFN 211, 241

ERCH 315H: 3 s.h.
H:Fam/Commun:Aspcts of Divers (D, W)

ERCH 316: 3 s.h.
Creative Experiences for the Young Child
An emphasis on making appropriate instructional and curricular decisions to provide creative opportunities for young children; special attention to rhythmic, aesthetic and dramatic avenues of expression; application of ideas through actual experiences with young children. Offered in fall, spring. Prereq: C- or higher in ELED 210 or ERCH 110; Act 34 Clearance, Act 151 Clearance and Act 114 FBI Clearance.

ERCH 316H: 3 s.h.
Hon: Creative Exp/Yng Chld

ERCH 345: 3 s.h.
Social Studies for the Young Learner
Teacher candidates will apply the standards and thematic strands of social studies as defined by the National Council for the Social Studies for the PreK–4 developmental level. Emphasis is on the learner building civil competence and acquiring knowledge, skills and attitudes in civics and government, economics, history and geography. Offered in fall, spring. Prereq: admission to Advanced Professional Studies (APS). Coreq: ERCH 422, 455, and 465

ERCH 345H: 3 s.h.
Hon: Social Stdy fo Young Lrnr

ERCH 421: 3 s.h.
Language Development & Emergent Literacy (W)
Examines children's oral language development and its contribution to emergent literacy, the period between birth and the time when children learn to read and write in a conventional manner. Appropriate content and skill competencies will be covered. Strategies to enhance the family/ home/ school connection will be explored. A field experience will be part of this course. Prereq: admission to Advanced Professional Studies (APS). Coreq: ERCH 496.

ERCH 421H: 3 s.h.
H:Lang Dev and Emergent Litrcy (W)

ERCH 422: 6 s.h.
Tching of Literacy, PreK-4: Process, Skills & Strategies
This course develops evidence-based pedagogical skills in the teaching of reading and the related language arts in grades PreK-4. Keeping with the theory that the communication processes – reading, writing, listening, and speaking – cannot arbitrarily be divided, this course will present pedagogical skills in an interrelated and integrated format. Understandings, teaching strategies and techniques will be consistent with the Structured Literacy Knowledge and Practice Standards of PK-4 Educators and the PA Core Standards for literacy instruction. Throughout this course, students will be expected to exhibit professional behaviors as delineated in Administrative Guidelines for the Assessment of the Professional and Ethical Dispositions of Professional Education Unit Candidates. Pre-req: ERCH 110 and 225. For Early Childhood Education majors only. Advanced Professional Studies (APS) status required.

ERCH 422H: 6 s.h.
H:Tchg Literacy PK-4

ERCH 435: 3 s.h.
Literature for the Young Child
Prepares early childhood teacher candidates to recognize high-quality literature for children from birth to age nine. The use of literature to promote children's language, intellectual, emotional, social/moral and aesthetic/creative development is highlighted. A focus on children's response to literature is provided. Offered fall, spring. Prereq: PSYC 227; EDFN 211, 241; ERCH 225 or EDUC 220.

ERCH 435H: 3 s.h.
Hon: Lit for the Young Child

ERCH 455: 3 s.h.
Teaching Mathematics to Young Children
Teacher candidates will apply the principles that guide all mathematics instruction as specified by the National Council of Teachers of Mathematics for the PreK through 4th-grade developmental level. Candidates will effectively deliver core mathematics content as well as have skills to stay current with the research on best practices in mathematics education. Prereq: Math 105, admission to Advanced Professional Studies (APS). Coreq: ERCH 465, 422, SPED 331

ERCH 455H: 3 s.h.
Hon:Tchg Math/Yng Chldrn

ERCH 465: 3 s.h.
Science for the Young Learner
Provides overview of the content and processes included in an early childhood (Pre K-4) science program. The course includes a study of methodology appropriate to the school setting. Prereq: admission to Advanced Professional Studies (APS). Coreq: ERCH 422, 455, SPED 331.

ERCH 465H: 3 s.h.
Hnrs: Science for Yng Learner

ERCH 485: 3 s.h.
Teaching Young English Language Learners
Prepares early childhood teacher candidates to understand the social and linguistic foundations for first and second language development in the early years. Teacher candidates will be able to apply research-based strategies for supplying first language development in the home and for preparing young learners for the transitions to schooling in a second language. Candidates will demonstrate an understanding of the resources that young learners bring to academic settings, and of ways to support young learners and their families in their adjustments to English-speaking schools. Candidates will demonstrate the ability to use assessment data to differentiate and modify instruction according to the needs of their students. Teacher candidates will be prepared to support young English language learners in their acquisition of language and content within optimal learning environments that provide meaningful access to standards-based instruction. Prereq: ENGL 110, admission to Advanced Professional Studies (APS). Equivalent to EDUC 487, credit may not be received for both courses.

ERCH 485H: 3 s.h.
H:Tchng Young Engl Lang Learne

ERCH 489: 1-3 s.h.
Honors Course
Early Childhood Education Honors Course

ERCH 495: 3 s.h.
Integrative STEM Practicum
This clinical practicum course provides opportunities for teacher candidates to bridge theory and practice. Students will demonstrate and apply knowledge, skills, and dispositions related to the implementation of integrative science, technology, engineering and math (STEM) education at the pre-K to grade 4 level. Emphasis is placed on the planning, development, implementation and assessment of integrative STEM instructional activities and lessons that use problem-based and experiential learning techniques targeted for Pre-K to grade 4 students. Includes field experiences. Prerequisites ERCH 110, ERCH 190, EDTE/ERCH 290, ITEC 344, EDTE 490 or 690 or Permission of Instructor; Advanced Professional Studies (APS) status required. Cross-listed with EDTE 495, credit may not be received for both courses.

ERCH 496: 6 s.h.
Curric, Instr & Assesss: Engaging the Young Child
Designed to prepare teacher candidates in the general areas of curriculum,instruction, and assessment for the youngest learners (i.e., infancy-kindergarten). The course will focus on curricular philosophy and theory,approaches to early childhood education, pedagogical content knowledge, child development, and assessment of young learners. Current research, practice, and trends in early childhood education will be considered. Prereq: admission to Advanced Professional Studies (APS). Coreq: ERCH 421

ERCH 496H: 6 s.h.
H:Curriculm, Instrctn & Assesm

ERCH 498: 1-3 s.h.
Ind Stdy:

ERCH 499: 1-4 s.h.
Dept Hnrs:

GFED 370: 3 s.h.
Teaching Gifted Learners
Designed to acquaint prospective teachers with some viable techniques for dealing with gifted and able children in their classrooms. Some attention will also be paid to reviewing existing programs and means of identification. Some work with gifted students in the schools will be another component of the course. Offered annually. Requires Clearances.

GFED 377: 3 s.h.
The Gifted in Pop Culture (D, P)
This course will introduce students to various characteristics, issues and needs of gifted individuals. Through the lens of popular culture media (e.g., film, television, graphic novels, literature) portrayals of fictional gifted characters will be examined in regards to topics such as identification, education, socialization, gender, ethnicity, poverty and disability. These portrayals will then be juxtaposed with current research to gain an authentic understanding of this group and their unique needs. Pre-requisites: ENGL 110 or ENGL 110H, COMM 100 or COMM 100H and 60 credits (Junior Standing).

GFED 377H: 3 s.h.
Hon: Gifted in Pop Culture (D, P)

MDLV 323: 3 s.h.
Teaching Reading in the Content Areas (W)
Reading in the content areas is an undergraduate course designed to help Middle Level certification students develop an understanding of the reading process in the disciplines, especially those that use informational texts. Before, during, and after reading strategies used in reading expository materials will be the focus of this course. Teaching writing across the content areas will also be a focus. A required field experience is part of this course. Pre-req: ENGL 110 or 110H.

MDLV 335: 3 s.h.
Literature for Children & Young Adolescents
Prepares middle level teacher candidates to recognize high-quality literature for youth from age 10 to 14. Grounded in adolescent psychology, it guides teacher candidates in the identification of literature, across genres and content areas, that is relevant to the lives of adolescents. The course engages teacher candidates in collaborative approaches to literature study, modeling best practices for the instruction of adolescents. Response to literature receives emphasis. Offered annually. Prereq: PSYC 227.

MDLV 335H: 3 s.h.
Hnrs: Lit for Childrn and Yng

MDLV 425: 3 s.h.
Teaching of Literacy, Gr 4-8: Processes, Skills & Strategies
This course develops pedagogy in the teaching of reading and the related language arts. Keeping with current theory that the communication processes - reading, writing, listening, and speaking - cannot arbitrarily be divided, this course will present pedagogy in an interrelated and integrated format. Understandings, teaching strategies and techniques will be consistent with the Pennsylvania System of School Assessment (PSSA), the Structured Literacy (SL) Program Framework Guidelines for 4-8th grades, and the Pennsylvania Core Standards for Reading, Writing, Speaking, and Listening. Throughout this course, students will have opportunities to establish the habit of on-going professional growth. This class will also provide students with concrete experiences to interact within a school setting. Pre-req: admission to Advanced Professional Studies (APS). Coreq: MDLV 486

MDLV 446: 3 s.h.
Teaching of Social Studies
In this course, teacher candidates will apply the standards and thematic strands of social studies as defined by the National Council for the Social Studies for middle level learners (Grades 4-8). Emphasis is on the learner building civil competence and acquiring knowledge, skills, and attitudes in civics and government, economics, history, and geography. Prereq: ENGL 110, Admission to Advanced Professional Studies (APS). Coreq: MDLV 466, 456 and 323

MDLV 456: 3 s.h.
Teaching Middle Level Mathematics
Pedagogy for teaching middle level mathematics is aligned with national and state standards, current research, forms of assessment and curricular frameworks. Technology and hands-on instructional strategies are utilized. Prereq: MATH 205, MATH 230 and admission to Advanced Professional Studies (APS). Coreq: MDLV 323, 446, 466

MDLV 466: 3 s.h.
Teaching of Science: An Inquiry Approach (W)
Focuses on the teaching of science through inquiry in the middle grades. Inquiry based strategies stress evidence based argumentation, experimentation, and the building of student understanding of the nature of science through active involvement. Prereq: ENGL 110, admission to Advanced Professional Studies (APS). Coreq: MDLV 323, 446, 456

MDLV 486: 3 s.h.
Teaching English Language Learners in the Middle Level (P)
Prepares teacher candidates to understand cross-cultural and linguistic foundations of acquiring a new language. Teacher candidates will apply research-based strategies for providing English language learners (ELLs) with optimal learning environments that provide meaningful access to standards-based instruction in grades 4-8. This course places a special emphasis on instructional planning that facilitates student success with academic language and academic texts in upper-elementary settings. Candidates will demonstrate the ability to use assessment data to differentiate and modify instruction. Candidates will also demonstrate an understanding of schools' legal responsibilities toward ELLs and their families. Offered in fall. Prereq: COMM 100, ENGL 110 and admission to Advanced Professional Studies (APS). Coreq: MDLV 425

MDLV 486H: 3 s.h.
Hon: Teaching Mid-Level Eng La (P)

MDLV 499: 1-3 s.h.
Dept Hnrs: